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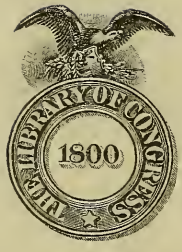

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A HAND BOOK

CONTAINING

Suggestions and Programs

FOR

COMMUNITY SOCIAL GATHERINGS

At Rural School Houses

Revised Edition

Prepared by
L. J. HANIFAN, State Supervisor
of Rural Schools

Under the Direction of
M. P. SHAWKEY, State Superintendent
Charleston, W. Va.
1914

TRIBUNE PRINTING CO., CHARLESTON, W. VA.

"OLDER THAN WEST VIRGINIA."
Forty-three citizens at a "Social Center" meeting who were older than West Virginia.

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PREFACE.

Our experience with the "Social Center" work in West Virginia the year 1913-14 confirms our belief that the great majority of teachers everywhere are willing, yes anxious, to do more for the country boys and girls than merely "keep order" and "hear recitations," provided only that they know what to do and how to go about it. The summer of 1913 Superintendent Shawkey called for a thousand volunteers among the 7,000 rural teachers in the state to organize their respective communities into "social centers" for the purpose of social, recreational and intellectual benefits. As a general guide, a "Hand Book" was prepared and furnished to those who were willing to undertake the work. More than a thousand teachers enlisted in this work of vitalizing the rural school and rural life. The results were greater and better than had been anticipated. This Hand Book is prepared as a revision of the one issued in 1913. It aims to follow the same general plan of suggestions and programs. But the experience of teachers in working out this plan has indicated several needed changes and additions. We make no pretense of having perfected a plan for rural "social center" work. Everything in this Hand Book is intended to be only suggestive. The teachers, the superintendent and the people themselves must be depended upon to put the "social center" idea into practice. This idea will work itself out, once the people of the community get together. Every teacher ought to undertake the work this year.

L. J. HANIFAN.

Charleston, W. Va.

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INTRODUCTORY.

Last year we asked for a thousand teachers who would hold some community meetings in their school houses during the term. In response to this call more than a thousand volunteers enlisted for the service. Some of these succeeded in a marked degree. Some met with indifferent success and some made a failure of the undertaking. It is not too much to say, however, that on the whole the work proved a great success. In many instances the meetings not only resulted in material improvements, such as books, libraries, furniture, or apparatus for the school or improvements on the building and grounds, but they brought about a quickened life both in the school and the community and a more cordial relationship between the two. In some cases, indeed, they brought to both school and community a revelation of a richer life neither had even dreamed of before.

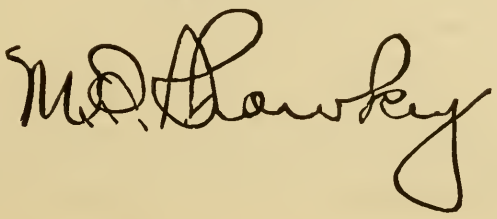
To suggest the possibilities of these meetings a "Hand Book" was issued last year. The demand for it exceeded expectations. Requests for copies came from nearly every state in the Union and from foreign countries. A second edition was printed. Finally the United States Commissioner of Education sent a copy to every county superintendent in America. Assuming that this unusual interest will continue and that the work in this state will be even more successful the coming year than it was last year, this revised Hand Book is issued.

It is earnestly hoped that teachers will not regard the Hand Book as a manual and follow it literally. One of the best things about the whole scheme is that it develops originality and leadership. There are many things that might be done and many ways of doing them that are not mentioned here. Let teachers discover the other and better things and work out the best ways of doing them.

There are many agencies that would gladly cooperate with any teacher who takes up the work, but it will be vastly better for the teacher and the people to go ahead in their own way and see how much can be accomplished.

I am confidently expecting some very valuable and interesting programs to be worked out in our schools during the ensuing year.

Very truly yours,



THE "SOCIAL CENTER" IDEA.

It is generally agreed that there are fewer opportunities for the people of the country to get together and have a general good time than there used to be. There used to be the husking bees, the barn raisings, the threshing days, even the log rollings. There used to be the apple cuttings, the bean stringings, the sugar makings. There used to be the spelling bees, the old time "literaries," the "heated" debates. There are not so many of any of these "diversions" today. In many communities nearly all of these have been entirely abandoned. Nothing has taken their places. Many of the rural churches have been abandoned, the ministers having either starved out, or left the country. Perhaps the best means we have left for getting the rural folk together is the Sunday School. This, however, is usually active only during the summer months.

What are the results of all this change? In the first place the people in the country are without amusement, recreation, or social life. They do not even visit one another as they did formerly. Families live in varying degrees of isolation. This situation makes living in the country dull, uneventful, uninteresting. As a final result many of our country boys and girls and not a few older ones leave the farms and go to the cities where they congregate on the streets, at the "movies," at the club, at the dance hålls, at the theatre, sometimes at the pool-rooms, gambling dens and evil resorts. And we are not to censure too severely these young people for leaving the farms and going to the cities. Man is a social animal. He takes to society naturally. Isolation from his fellows is unendurable to youth or grown-up. If he cannot find congenial associates in the country he will go to the city. If he cannot find good company there he may find bad. He must have companions. Therefore, just as long as the country fails to provide some means of social enjoyment the boys and girls will continue to go to the cities in large numbers.

This migration to the city would not be so bad if the city were the best place in the world for these young people to live. As a matter of fact, no city is either all good or all bad. But in every city there is opportunity for young people to be bad. Many of our country boys and girls go to the city and make good. We sometimes boast of the

large number of men from the country who now hold responsible posts both in business and in the professions. But we fail to mention the large number who have utterly failed to make of themselves anything except crooks, criminals or loafers. Whether a country boy will make good in the city depends largely upon the boy in the first place, and in the second place upon the kind of company he gets into when he reaches the city. Other things being equal the country boy has greater evil temptations in the city than the city born youth has, for the reason that the latter grows up amidst the city environment, becomes accustomed to it as he grows, while the country boy plunges immediately into an entirely new environment, to which he is wholly unprepared to adjust himself. When a country boy or country girl leaves the farm for the city the father and mother can never be quite sure that their child will not fall by the wayside as one of the tares.

What, therefore, shall be done to make living in the country tolerable to our country youth? The solution devolves upon the school. Upon the teacher rests the immediate responsibility of leadership in all that may be done. She must secure the cooperation of the ministers, of the parents and citizens, in devising ways and means of bringing the young people together often for social enjoyment, mental recreation, even for merely good fellowship. The boys and girls will do their part if only proper leadership and encouragement are afforded them.

WHAT IS A "COMMUNITY SOCIAL GATHERING?"

People will not come together unless something of common interest prompts them to do so. For some years now the rural folk have had no such common community interest. The church is of common interest only to its membership. The farmers have lived apart and run their own farms in their own way. The schools have been left to the school officers to run as they think best. No one thing has been of sufficient interest to bring the people together. Hence, stagnation, monotony, prejudice, isolation, drudgery—these have constituted country life. In order to change this sad condition something of common interest to the whole people must be provided. A wedding, if it bring the people together, might be a community social gathering. A farmers' institute, if it be made to concern the whole community, is an excellent community social gathering. A "husking bee," a "good roads day," the "summer chautauqua," the "agricultural fair"—all

these and many similar community meetings are of the nature of a community social gathering. The important thing is that there be something of common interest to all the people of the community. Let the people be brought together by something of common interest to all and soon they will have a common interest in many community undertakings—the improvement of the schools, the building of roads, the planting of trees, the growing of corn, the breeding of stock, the beautifying of their homes.

To supply this motive for the assembling of the people to consider, or to enjoy, or to improve something of common interest to all the people of the community is the purpose of the " social center" movement in the country. The programs outlined in this Hand Book may be suggestive of how this may be done.

However, something not mentioned in the programs may have a more powerful community interest than any given here. For example, one teacher found upon coming into the community that the school house was almost inaccessible on account of the briars, weeds, stones and logs upon the school grounds. She did not abuse the board of education nor the school trustees for allowing such conditions to exist. Rather she set a day when the school grounds must be cleaned up. The pupils and the citizens were interested in this project. Some rolled and burnt the logs; others cut the briars and weeds; still others cleared the ground of stones; the ladies directed the cleaning-up of the interior of the building. What better "social center' meeting could possibly have been held than this one? Everyone had helped and, therefore, had a personal interest in the school. The teacher's pluck and personal interest gained the confidence of the people. Her success was assured at the close of that day.

SELECTED REPORTS AND STATEMENTS FROM TEACHERS

When "social center" meetings were proposed for the country districts, the year 1913-14, some of our rural teachers were eager to see what they could do. Others hesitated, fearing it could not be done or doubting their own ability to carry out such work. About 15 per cent of the rural teachers undertook the work and carried it out with varying degrees of success. Near the close of the year I secured from the county superintendents the names and addresses of a few teachers in each county and wrote these teachers asking for a report on what they had accomplished. These reports are very gratifying indeed. Doubt-

less the teachers themselves were surprised at the ready response of both parents and pupils to this opportunity to enjoy a little social and intellectual recreation.

As a tribute to those who undertook the "social center" work last year and as a suggestion to others who were willing, doubtless, but who were afraid to undertake it lest they should fail, we insert here some excerpts from these personal reports.

One of the best of these reports is from Miss Mabel Sutherland, St. Albans. Miss Sutherland taught the Barnett school, a one-room country school about two and one half miles from the town of St. Albans. I visited this school. It was just about like the other 6,999 rural schools in West Virginia, for the chief differences among schools are always to be found in the teachers. I am going to reproduce here Miss Sutherland's modest account of one of the programs at Barnett School.

"The program was called 'Indian Night.'

1. Song.—'My Old Kentucky Home.'
2. Devotional Exercises.
3. A Story of an Indian Girl. (By a pupil.)
4. Who are the Indians? (By a citizen.)
5. 'Indians.' (By the district supervisor.)
6. Hiawatha Dramatized. (By 15 pupils.)
7. Song.—'America.'

"In the play, Hiawatha, I told the boys that this was their program. I do not think I ever saw children enjoy anything so much as in preparing for this play. The boys brought in two white oak 'trees' that would just stand upright in the house. These they placed on either side of the stage. They built a wigwam of poles covered with coffee sacks. On the floor they spread branches of pine.

"The girls dressed a large doll as an Indian baby, strapped it to a board and tied it to one of the trees. They used this in the first scene to represent Hiawatha's baby-hood.

"The 'chiefs' wore plaid blankets and caps made from paper sacks, trimmed with turkey feathers. The other boys wore suits made of coffee sacks trimmed with bright fringe. All wore caps trimmed with feathers.

"Some of the girls trimmed brown dresses with bright fringe. One wore a black skirt and red sweater trimmed with red fringe. One wore a loose white dress trimmed with bright cloth. All wore their

hair braided and trimmed with feathers. And each wore several strands of beads, some of these made of red crepe paper. They painted their faces with damp crepe paper and powdered this with browned flour. This made them have a complexion like an Indian.

"The boys had three Indian songs and two Indian dances, in which they sang and danced well.

"There were about eighty-five persons present, almost all of the parents. Some of the parents said, 'We are surprised that the children could do so well.'"

We wish it were possible to reproduce a great many reports of the good work of the "social center" last year, for we are conscious of the fact that other reports are fully as worthy of especial attention. We select this report mainly for the reason that it shows what may be done if the teacher exercises proper initiative in drawing upon materials right in the neighborhood. Miss Sutherland did not put any one to the expense of buying Indian costumes. There were plenty of coffee sacks and turkey feathers right there in the neighborhood. These were used and to better advantage than anything that could have been purchased in towns.

We give very brief quotations from two other reports to indicate the variety of the work done. One teacher reports as follows:

"We had in the early fall a meeting that we called 'a dinner at home.' This occupied one afternoon. The pupils sent special invitations to parents and friends. Each girl and boy brought a basket of food that they had cooked. Some of the boys just popped corn. The first object was to create a desire to excel. The second object, to teach table etiquette. Third, to teach cooking. This meeting was considered a success and almost every person in the community was present. Since that time there has hardly been a day but some pupil has brought something new that she had cooked for me to test."

And another:

"Among other meetings the school gave an entertainment, a pie social, for the benefit of a sick person in the community. Aside from church gatherings these meetings have been the only social gatherings of any kind in the community. They have been eagerly looked forward to by the children. I was afraid at first to try to have anything going on at night. Now everything goes on nicely."

Now just a few statements as to results:

"I can accomplish much more this year than I did three years ago when I taught the same school. The people are much more friendly

and sociable towards one another. We had a peanut social at which we raised $13.85 with which we purchased four neat, framed pictures for the walls, a dictionary, a dictionary stand, and eight books for the library."

"I think the social center meetings caused the parents and residents of the community to realize that the school is not merely a place for the children to go five days out of the week, simply to do formal reciting of a certain number of lessons. These meetings have brought much local talent before the public which incites great interest."

"The children by attending these meetings did better work in school and the parents took greater interest in the improvement of the schools."

"These meetings have aroused a sentiment for better school buildings which are much needed."

"I visited all the parents as soon as possible, organized two literary societies, and gave out that we wished to have a box supper. Instead of the usual box supper it was more like a church festival. We realized $40.95, with which we purchased seventy-nine books, two dozen drinking cups, a globe and five pictures. The boys made a cabinet for the drinking cups and framed the pictures. I attribute my success to the visiting and to these meetings."

"Our average attendance was 44. Heretofore, they tell me it was only 15 or 20. Four young men and women who had been out of school three or four years attended regularly and did excellent work. The people are petitioning the board to build them a two-room building for next year and employ two teachers. Twenty-four children got Perfect and Faithful Attendance Certificates."

"My success this winter is due largely to these meetings. I never taught a school before where I was able to hold interest till the last day. Interest did not prevail among teacher and pupils alone but reached the entire sub-district. One patron remarked on the last day of school that it was the only school he had ever become interested in."

GENERAL SUGGESTIONS.

1. *Personal Work.*

The success of these community meetings will depend very largely upon the personal work of the teacher, and nothing will count for so much as the teacher's personal acquaintance with the patrons of the school. If the people know the teacher personally, and have confidence in her, they will gladly respond to her leadership.

2. *Advertise.*

The pupils themselves are the best advertisers if properly directed and encouraged. The county papers can usually be utilized to advertise the program. A few notices should be posted in conspicuous places.

3. *Begin planning at the opening of the session.*

The first week of the school term is the best time to begin the work. The first meeting should be held not later than at the end of the first two weeks.

4. *Make the first meeting a good one.*

If the first meeting is a failure it will be difficult to get the people out next time. The people will get a lasting impression, whether favorable or unfavorable, of the first meeting.

5. *Make each meeting worth while.*

If there is to be an entertainment, the program must entertain. If it is an instructive program, there must be something that the people can take away with them. Make the program such that the people will feel that they have been repaid for their coming.

6. *See that the meeting begins on time.*

Do not bore those who come on time by delaying the beginning of the program until late comers arrive. After the first meeting the

people will be on time if it is understood that the program will begin at the hour set.

7. *Organization.*

Do not kill the "social center" with a stiff, formal organization. Constitution and by-laws are unnecessary. The citizens must have prominent parts both in the organization and on the programs. It is suggested that a citizen be made chairman. Rarely should the teacher fill this office. But the teacher should be behind all that is done. She should be the guiding spirit. She can so direct the organization that a capable presiding officer will be chosen, or that the most suitable persons will appear on the programs. She must be the leader through others. A skillful teacher can do this.

8. *Have one or more citizens placed on most of the programs.*

Such recognition of the patrons will not only add strength to the program but will also avoid the appearance of its being merely a school affair.

9. *Have regard for other community activities.*

From fifteen to twenty of these community meetings should be held within the term. It is suggested that as many of them as possible should be held during the fall months so that when there is a religious revival or other meeting in the community these meetings at the school houses may go over until another time. These meetings may be held weekly for two or three of the first months of the year. The teacher must be governed by the local conditions.

10. *The "Spelling Bee."*

There is general criticism of our present method of teaching spelling and at the same time there is a general demand for the old-fashioned spelling bee. At least four or five of the proposed meetings should be these old time spelling bees.

11. *Do not scold the people for not coming.*

People can be led to do anything. They can be driven to do nothing. If they do not come to any given program see them mean-

while, say you missed them and invite them to come to the next program.

12. *Music.*

Organize the school into a chorus and select a choir, or a glee club, or organize a band or orchestra—there are some musicians in almost every neighborhood. Seek out these and use them for all they are worth. Perhaps some one plays a violin or other musical instrument. Or it may be that either the teacher or some one else can organize an old-fashioned singing school. This in itself would be a "social center."

13. *Bulletins and other helps.*

Teachers are urged to make these programs as educative and helpful as possible by securing free bulletins from the U. S. Department of Agriculture and the U. S. Bureau of Education, Washington, D. C., and also from the State College of Agriculture, Morgantown, W. Va., and the Department of Schools, Charleston, W. Va. A wealth of information can be had for the asking. Certain references are made to these documents under the suggestive programs. If you have further questions as to this source material, write to the Department of Schools or the College of Agriculture making your wants known.

14. When you succeed in making one of these programs especially worth while, do not be too modest to write the State Superintendent or the State Supervisor of Rural Schools telling what you did and how you did it. This information can be handed around to be an inspiration and help to others.

15. Use pictures, post cards, photographs and such other illustrative materials as can be found to make these programs interesting and instructive. Illustrative pictures may be found in newspapers and magazines, or borrowed from the homes.

SUGGESTED PROGRAMS.

The programs submitted here are merely suggestive. Teachers are expected to use such of these outlines as will best meet local needs, or to prepare programs independently of these.

The programs fall naturally into three classes: Special-Day Programs, Farm Programs and Miscellaneous Programs. The dates are

given for the Special-Day Programs. The others will be given at such times as the teacher or the committee think best. Below most of the programs a few references are given.

All the bulletins and circulars of the West Virginia College of Agriculture are free for the asking. Some of the bulletins of the U. S. Department of Agriculture are listed at from 5 to 20 cents. Write for the following:

List of Bulletins of the West Virginia College of Agriculture, Morgantown, W. Va.; list of Bulletins of the U. S. Bureau of Education, Washington, D. C., and for Bulletin No. 558, Teaching Material in Government Publications, U. S. Bureau of Education, Washington, D. C. The latter will be especially helpful to teachers in finding material for these programs. Some of the State Departments of Education of other states have issued some very valuable bulletins and documents that can be obtained free.

Section I.

SPECIAL DAY PROGRAMS.

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Columbus Day.

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Arbor and Bird Day.

Program Number Nine 26
Peace Day.

SOCIAL LEAGUE

Littleton, West Virginia. Suggestive for any Community.

PROGRAM NUMBER ONE.

COLUMBUS DAY.

October 12.

Suggestions:

1. Columbus Day, October 12th, is a legal holiday, with the proviso that "schools shall remain in session and hold appropriate ceremonies in honor of Christopher Columbus." It is suggested that the forenoon be given to regular school work but that the citizens be invited to be present for the afternoon session for an appropriate program to be rendered by the pupils.

2. Preparations for this program should be begun at least a month before the date of the program, so that the children may have opportunity to read and acquaint themselves with the history of Columbus' great discovery.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. Early life of Columbus.
4. Columbus' theory of the earth as a sphere.
5. What Columbus was really trying to do.
6. World geography in Columbus' time. (A map or globe should be used for demonstration.)
7. Difficulties that Columbus had in raising money to make his voyage.
8. Song—Red, White and Blue.
9. The voyages of Columbus.
10. America before the discovery by Columbus.
11. Subsequent discoveries.
12. Results to the world of Columbus' discovery.
13. Song.

References:

Irving's Life and Voyages of Christopher Columbus. See also encyclopedia, and texts on U. S. History.

Shaw: Discoverers and Explorers. American Book Company, Cincinnati.

McMurray: Pioneers on Land and Sea. MacMillan Company, New York.

PROGRAM NUMBER TWO.

RURAL SCHOOL DAY.

October 23.

Suggestions:

1. Let this be the banner program of the year. Use every possible means to get the citizens out to this meeting.

2. Make this program a genuine Rural School Rally. Get out the band if there is one in the country.

3. If possible arrange for a joint program of two or more nearby schools. Let it be an all-day picnic, every family bringing a basket. Have a "spread" for the whole crowd.

4. Have a good speaker for the occasion if possible.

5. See that the needs of the rural school are discussed and try to secure popular approval of some progressive school policies.

6. This program will take the place of Clean-up and Beautify Day this year. But the Clean-up and Beautify feature should be made prominent on the program.

7. If possible get some pictures of the crowd and send one of these with a brief account of the day's rally to the State Supervisor of Rural Schools, Charleston, W. Va.

The Program:

1. Song.—America.
2. Devotional exercises. By a local minister.
3. Give the country child an equal chance with the city child.
4. Needs of the country school.
5. Why do the country children drop out of school at their first opportunity?
6. How much of the teacher's time does the child of six get each day?
7. Song.—West Virginia Hills.
8. "Parents don't visit the school." Why?
9. Why do the children want to leave the farm to go to the city?
10. Why teach agriculture in the country schools.
11. What should we do to improve our school?
12. Song.

References:

State Superintendent's Biennial Reports.

Bulletins of the State Department of Schools, Charleston, W. Va., as follows: Bulletins No. 2 and 6 on District Supervision; "Facts and Fallacies" about Consolidation of Schools; Report of State Supervisor of High Schools; Special Report on Agriculture by State Board of Regents.

Report of U. S. Commissioner of Education, Washington, D. C., Chapter VIII, Vol. I, 1913.

Cubberley: Rural Life and Education—Houghton, Mifflin Co., New York.

See Bibliography on last pages of this Hand Book.

Illustrative pictures, photographs and post cards.

PROGRAM NUMBER THREE.

HALLOWE'EN SOCIAL.

October 31.

Suggestions:

1. In many rural districts the traditions of hallowe'en are not very well known and have not entered into the lives of the people. To this extent this program may be made informational.

2. The children should understand thoroughly what parts they are to take.

3. Make the program conform to the spirit of the occasion. A stiff, formal observance of rules and regulations ordinarily observed will make the program a failure.

4. The children will enjoy the jack-o-lantern feature.

5. The social feature should be made prominent.

The Program:

To be arranged by the committee.

References:

See any encyclopedia for information and consult such books as are available.

Appropriate readings: Riley's "When the Frost is on the Pumpkin"; Irving's "Legend of Sleepy Hollow"; Jackson's "October's Bright Blue Weather."

See Elson Readers for other appropriate stories and poems.

PROGRAM NUMBER FOUR.

LIBRARY DAY.

December 4.

Suggestions:

1. The State Superintendent has designated December 4th as Library Day and has issued a library day annual containing a program and suggestions. These programs are for distribution to teachers on request. It is suggested here that this program would perhaps result in raising more funds for the school library if it be made one of the regular community programs and be given in the evening.

2. The purpose of this program should be the raising of funds for the school library.

3. Use some such device as the box supper, the pie social or a fudge sale.

4. It may be well to appoint a committee of several pupils to see the citizens beforehand and solicit personal subscriptions for the school library. The report of the amount of funds raised in this way should be made public at this meeting. It would be well to appoint a committee of citizens to audit the receipts and care for the funds until a purchase of books is made. The teacher should perhaps be chairman of this committee.

The Program:

See Library Day Annual issued by the State Superintendent.

PROGRAM NUMBER FIVE.

CHRISTMAS.

December 25.

Suggestions:

1. Doubtless the program should consist largely of appropriate select readings and declamations.
2. Make the program such as will impress the children with the real spirit of the Christmas giving and festivities.
3. If the teacher cares to follow the old custom of "treating" the children, this program will be the proper occasion for the "treat."
4. This program should be made the occasion of proper merry-making among children and parents.
5. The Christmas tree with a Santa Claus is still a good thing for children.

The Program:

1. Song.—All Hail the Power.
2. What the birth of Christ has meant to the world. By a local minister.
3. Select reading. By a pupil.
4. The origin of Christmas.
5. Declamation. By a pupil.
6. Song.—Come, Thou Almighty King.
7. Christmas in other countries. By the teacher.
8. Select reading. By a pupil.
9. The meaning of Christmas giving.
10. Ringing of Santa Claus' sleigh bells.

References:

Consult any encyclopedia and such other books as are available.

Mabie: The Book of Christmas. Macmillan Co., New York.

Dickens: Christmas Stories. American Book Co., Cincinnati.

Moore: The Night Before Christmas.

Read Bible Story of Christmas. St. Luke, Chapter II, verses 6-20.

Illustrate with any pictures available in the school or the community.

PROGRAM NUMBER SIX.

LINCOLN'S BIRTHDAY.

February 12.

Suggestions:

1. Lincoln's Birthday is a legal holiday, with the proviso that "schools shall remain in session and hold appropriate ceremonies in honor of Abraham Lincoln." It is suggested that upon that day the regular classes recite in the forenoon, but that in the afternoon the citizens be invited to be present for a program rendered by the children.

2. All reference to politics or partisanship should be strictly avoided.

The Program:

1. Song, led by school choir,—America.
2. Devotional exercises.
3. Lincoln's school days.
4. Lincoln and the pig.
5. Lincoln the rail-splitter.
6. Lincoln as president.
7. Song.—Star Spangled Banner.
8. Lincoln's Gettysburg speech, read by a pupil.
9. Lincoln the statesman.
10. Lowell's Ode to Lincoln, recited by a pupil.
11. Whitman's O Captain, My Captain, recited by a pupil.
12. Song.—Columbia the Gem of the Ocean.

References:

Consult texts on history and literature and such other books as are available.

Baldwin: Life of Abraham Lincoln. American Book Company, Cincinnati.

Chase: Boyhood of Famous Americans. Educational Publishing Co., Columbus, Ohio.

Pictures, photographs and post cards.

PROGRAM NUMBER SEVEN.

WASHINGTON'S BIRTHDAY.

February 22.

Suggestions:

1. This program should be the occasion of a patriotic meeting.
2. Pupils taking part in this program should draw upon their work in history for material.
3. If possible the room should be decorated with American flags.
4. The personal character and integrity of General Washington should be emphasized.
5. There are a great many appropriate selections from literature which can be read or recited.

The Program:

1. Song.—America.
2. The incident of the "Cherry Tree" as an example to young Americans. By a citizen.
3. Washington and his times.
4. Washington in West Virginia.
5. Washington the brave warrior.
6. Song.—The Star Spangled Banner.
7. Washington as a farmer.

8.-10. To be arranged by the local committee.

11. Song.

References:

See references on Lincoln's Birthday Program.

Address Department of Education, Raleigh, N. C., and Denver, Col., for special programs for this occasion.

Consult any "Life of Washington." See texts on U. S. history and literature.

Guerber: Story of the Thirteen Colonies, American Book Company, Cincinnati.

Washington's Rule of Conduct, etc. Houghton Mifflin Co., New York.

Illustrative pictures, etc.

HISTORIC TABLEAU.

Representing President Lincoln in the act of admitting West Virginia into the Union.

PROGRAM NUMBER EIGHT.

SPRING ARBOR AND BIRD DAY.

March 26.

Suggestions:

1. The date for this program is set by the State Superintendent for March 26. It may well be used for one of the community meetings.

2. There may be a single meeting for both the Arbor and Bird Day Programs or two meetings may be held, one for each program.

3. The State Superintendent issues annually an Arbor and Bird Day manual which is furnished free to teachers. In this manual are programs, appropriate selections, suggestions and other helps which together make it easy for the teacher to arrange for these programs.

4. Make the program as practical as possible. Some trees should actually be planted. Little good will result from merely reading or talking *about* planting trees on the school grounds.

5. Try to interest those present in a general plan for planting trees at the homes and along the country roads.

6. Make the program such as will give both pupils and parents a better appreciation of the birds of their community. Give some consideration to the commercial value of birds from the standpoint of their saving crops by destroying insect pests.

The Program:

(See programs in Arbor and Bird Day manual prepared by the State Superintendent.)

References:

The following farmers' bulletins may be obtained from the U. S. Department of Agriculture, Washington, D. C.:

No. 185, Beautifying the Home Grounds.

No. 154, The Home Fruit Garden.

PROGRAM NUMBER NINE.

PEACE DAY.

May 18.

Suggestions:

1. The State Superintendent has issued a peace day manual containing a suggested program with proper selections for this occasion. Copies of this peace day manual can be had upon request.

2. This program may count as one of the proposed community meetings.

3. It will add interest to the program if one or more war veterans are asked to contribute personal experience or give an address upon the destruction by war.

4. Pupils taking part in this program may draw upon their work in history in the regular classes.

The Program:

See Peace Day Manual, prepared by the State Superintendent.

Section II.

FARM PROGRAMS.

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PROGRAM NUMBER TEN.

FARMERS' EVENING.

Suggestions:

1. Both citizens and pupils should take part in this program.
2. Make the program as practical as possible.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. Improved farm machinery as labor savers (by a citizen).
4. Boys' and Girls' Corn Club (by a pupil).
5. Improved live stock (by a citizen).
6. How to increase the average yield of corn (by a citizen).
7. Song.
8. How to make farm life happier for farm women (by a farmer's wife).
9. How to spend the leisure hours (by a citizen).
10. Rural telephone, rural mail delivery and the parcel post (by a pupil).
11. The rural school and the farm (by a citizen).
12. Song.

References:

West Virginia College of Agriculture, Morgantown, W. Va.: Bulletin No. 144, Agricultural Production in W. Va.

Butterfield: Chapters in Rural Progress, University of Chicago Press, Chicago, Ill.

Bailey: The State and the Farmer, The Macmillan Co., New York.

Bailey: The Training of Farmers, The Century Co., New York.

Butterfield: The Country Church and the Rural Problem, University of Chicago Press, Chicago, Ill.

PROGRAM NUMBER ELEVEN.

ALFALFA EVENING.

Suggestions:

1. Secure a person who has raised alfalfa to act as leader.
2. Supply different persons with literature bearing upon alfalfa cultivation and ask them to report.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. History of alfalfa (by a pupil).
4. What alfalfa does for the soil and how (by a citizen).
5. Kind of land necessary.
6. Application of lime.
7. Song.
8. Inoculation of the soil.
9. Time to seed and how.
10. Methods of cultivating alfalfa.
11. Alfalfa as a hay.
12. West Virginia as an alfalfa state.
13. Song.

References:

Bulletin No. 4, W. Va. College of Agriculture, Morgantown, W. Va.
Cotton Belt, by Alfored, International Harvester Co., Chicago, Ill.

PROGRAM NUMBER TWELVE.

APPLE EVENING.

Suggestions:

1. This program should be given in "apple time." Have some of the best apple products of the community for distribution.
2. In apple growing communities it would be well to have an apple exhibit.
3. Emphasize the fact that West Virginia has great possibilities for apple growing.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. West Virginia an apple state, on account of soil and nearness to eastern markets.
4. Best varieties for this state.
5. Transplanting of trees.
6. Pruning the young trees.
7. Song.
8. Pruning an old orchard.
9. Diseases and their remedies.
10. Picking apples.
11. Packing apples.
12. Marketing apples.
13. Song.

References:

W. Va. College of Agriculture, Morgantown, W. Va.:
Bulletin No. 136, The Apple Orchard from Planting to Bearing age.
Bulletin No. 139, Packing Apples and Peaches.
Bulletin No. 141, The Rejuvenation of Old Orchards.
U. S. Department of Agriculture, Washington D. C.:
Circular No. 7, Orchard Spraying.
Farmers' Bulletin No. 291, Evaporation of Apples.
Moore's Practical Orcharding on Rough Lands, $1.50, S. W. Moore, Gallipolis Ferry, W. Va.

PROGRAM NUMBER THIRTEEN.

POULTRY EVENING.

Suggestions:

1. Organize a poultry club among your boys and girls.
2. Find out who among the citizens are particularly interested in poultry raising and interest them in this program.
3. It may be possible to arrange for a "poultry show."

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. West Virginia as a poultry state.
4. Are we keeping enough fowls?
5. The kind of fowls to keep.
6. Co-operative marketing of eggs.
7. Song.
8. Poultry buildings.
9. Poultry feeding.
10. Raising chickens artificially.
11. Feeding young chicks.
12. Poultry diseases and remedies.
13. Song.

References:

Bulletins of the College of Agriculture, Morgantown, W. Va.:
- No. 88, Poultry Experiments.
- No. 135, W. Va. as a Poultry State.
- No. 9, Some Factors affecting the Hatchability of Hen Eggs.

Bulletins of U. S. Department of Agriculture, Washington, D. C.:
- Farmers' Bulletin No. 287, Poultry Management.
- Farmers' Bulletin No. 51, Standard Varieties of Chickens.
- Farmers' Bulletin No. 528, Hints to Poultry Raisers.
- Circular No. 208. (Animal Industry Bureau), The Organization of Girls' Poultry Clubs.
- Bulletin No. 140 (Animal Industry Bureau), Fattening Poultry.

PROGRAM NUMBER FOURTEEN.

CORN EVENING.

Suggestions:

1. If there is not already a Boys' Corn Club in the community, make this the occasion for organizing one and then notify your county superintendent of its organization.
2. Seek out the best corn grower in the neighborhood and have him tell how he grows the best corn.
3. Write W. H. Kendrick, Morgantown, W. Va., for instructions and literature relative to the Boys' Corn Club work.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. West Virginia as a corn state.
4. Soil required for growth of corn.
5. Varieties adapted to the state.
6. Good seed and how it is obtained.
7. Song.
8. Cultivation.
9. Harvesting.
10. Corn as a food for animals.
11. Corn for the silo.
12. How to improve varieties of corn.
13. Song.

References:

Bulletins of U. S. Department of Agriculture, Washington, D. C.:
- Farmers' Bulletin No. 253, The Germination of Seed Corn.
- Farmers' Bulletin No. 414, Corn Cultivation.
- Farmers' Bulletin No. 313, Harvesting and Storing Corn.
- Farmers' Bulletin No. 415, Seed Corn.
- Farmers' Bulletin No. 298, Food Value of Corn and Corn Products.

THE CONSOLIDATED SCHOOL.
School wagons are sometimes used to bring parents and children together for the Social Center Programs.

A FRIDAY AFTERNOON
Parents may thus learn what the school is doing

PROGRAM NUMBER FIFTEEN.

DAIRY EVENING.

Suggestions:

1. Try to interest all who have succeeded in dairying and have them give their experiences in the dairy business.

2. It is not essential that a farm be called a dairy farm before there is a dairying business. The man who has two or three cows is a dairyman, but on a small scale.

The Program:

1. Song, led by the school choir.
2. Devotional exercises.
3. Good points about a dairy cow.
4. Care of the cow.
5. Feeding the cow.
6. Pure bred vs. scrub cows.
7. Song.
8. Some common diseases of the cow.
9. Why raise more cows in West Virginia?
10. Best breeds of dairy cows.
11. Buttermaking on the farm.
12. The advantages of a cream separator.
13. Song.

References:

Bulletins of College of Agriculture, Morgantown, W. Va.

No. 134, Experiments in the Production of Sanitary Milk.

Bulletins of U. S. Department of Agriculture, Washington, D. C.:

Circular No. 205 (Animal Industry Bureau), Milk and Cheese Contests.

Farmers' Bulletin No. 106, Breeds of Dairy Cattle.

Farmers' Bulletin No. 55, The Dairy Herd; its formation and management.

Bulletin No. 34 (Animal Industry Bureau), American breeds of cattle with remarks on pedigrees.

Farmers' Bulletin No. 241, Butter-making on the farm.

Farmers' Bulletin No. 413, The care of milk and its use in the home.

PROGRAM NUMBER SIXTEEN.

FARM PROBLEMS.

Suggestions:

It may be well to give one meeting over to the discussion of general farm problems. The following topics are given, from which a selection may be made to suit the particular needs of the community.

SOME FARM PROBLEMS.

1. Farm labor.
2. Soil depletion.
3. Noxious weeds.
4. Insect pests.
5. Low prices.
6. Tenancy.
7. Better farming.
8. Farming as a business.
9. Co-operation among farmers.
10. Marketing of crops.
11. Truck farming.

References:

Butterfield—Chapters in Rural Progress, University of Chicago Press, Chicago.

Plunkett—Rural Life Problems in the United States, Macmillan Company, New York.

Carney—Country Life and the Country School. Row, Peterson & Co., Chicago.

PROGRAM NUMBER SEVENTEEN.

GOOD ROADS EVENING.

"Lift West Virginia Out of the Mud."

Suggestions:

1. Try to make the program as practical as possible.
2. Emphasize the losses to the community that poor roads make necessary.
3. Make special effort to get a large attendance at this meeting.
4. Get some expression, as by vote, of what ought to be done now, and how to proceed.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. A map showing the public roads of the neighborhood (this may be drawn on the blackboard by one of the pupils before the meeting begins).
4. Inconvenience of the roads as they are (by a citizen).
5. Are our roads properly located? (by a citizen).
6. How much does this community lose yearly by not having better roads? (by a pupil).
7. Song.
8. What would it cost to make our roads what they should be? Would it pay? (by a citizen).
9. The best means of improving our roads (by a citizen).
10. When should we begin? (by a citizen).
11. Song.

References:

The following farmers' bulletins may be obtained by writing to the United States Department of Agriculture, Washington, D. C.:

No. 95. Good Roads for Farmers.
No. 505. Benefits of Supervised Roads.
No. 311. Sand, Clay and Burnt Clay Roads.
No. 136. Earth Roads.
No. 321. The Split-Log Drag.
No. 31. Mileage and cost of public roads in the United States.
No. 39. Highway Bridges and Culverts.
No. 95. Special Road Problems of the U. S.
No. 338. Macadam Roads.

Also write A. D. Williams, State Road Commissioner, Morgantown, W. Va., for information about West Virginia Roads.

PROGRAM NUMBER EIGHTEEN.

RURAL HEALTH EVENING.

Suggestions:

1. This program should be principally instructive.
2. If possible have a physician address the meeting.
3. Have the pupils draw upon what they have learned in their classes in health and sanitation.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. The house fly as a spreader of disease (by a pupil).
4. Ventilation of a bed room (by a pupil).
5. Why we have colds (by a pupil or citizen).
6. Song.
7. The greatest source of disease in this community (an address by a physician).
8. Song.

References:

Bulletins of the United States Department of Agriculture, Washington, D. C.:

No. 463. The Sanitary Privy.
No. 345. Some Common Disinfectants.
No. 393. Habit-forming Agents.
No. 459. House Flies.
No. 115. How Insects Affect Health.
No. 377. Harmfulness of Headache Mixtures.

College of Agriculture, Morgantown, W. Va.:

Bulletin No. 134—Experiments in Producing Sanitary Milk.

Also the following:

Clark: The Care of the Home—Whitcomb and Barrows, Boston.

Ogden: Rural Hygiene—The Macmillan Company, New York.

Hartman & Bibb: The Human Body and Its Enemies—World Book Company, Yonkers-on-Hudson, N. Y.

Talbot: House Sanitation—Whitcomb & Barrows, Boston.

Gulick: Good Health—Ginn & Co., Boston.

Jewett: The Body at Work—Ginn & Co., Boston.

See also text on Health and Sanitation.

Illustrative pictures, photographs and post cards.

PROGRAM NUMBER NINETEEN.

COUNTRY LIFE EVENING.

Suggestions:

This program should aim to do three things: 1. To show the advantages of living in the country; 2. To make plain the fallacies connected with moving by wholesale to the city; 3. To point the way to making life in the country profitable and at the same time enjoyable.

The Program:

1. Song—Swinging 'Neath the Old Apple Tree.
2. Devotional exercises.
3. The farmer his own "boss."
4. The country the best place for children to grow strong, healthy and clean.
5. The beauties of the country.
6. Song—There's a Good Time Coming.
7. Pitfalls of city life.
8. High cost of living in the city.
9. How to make living in the country enjoyable.
10. Improvement of the country home.
11. Installing labor-saving machinery in the country home.
12. Good roads, good schools and good churches as agencies to make better country life.
13. Song.

References:

Bulletins of the U. S. Department of Agriculture, Washington, D. C.:

No. 185.—Beautifying the Home Grounds.
No. 270.—Modern Conveniences for the Farm Home.
No. 494.—Lawn Soil and Lawns.
No. 195.—Annual Flowering Plants.
No. 463.—The Sanitary Privy.

Warner: Being a Boy—Houghton Mifflin Co., New York.
Barbe: Going to College—Hinds, Noble & Eldredge, New York.
Abbott: A Boy on a Farm—American Book Co., Cincinnati.
See also general references.

Section III.

MISCELLANEOUS PROGRAMS.

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PROGRAM NUMBER TWENTY.

YE OLD TIME SCHOOL DAYS.

Suggestions:

1. Put on this program as many of the older patrons as can be interested in taking parts. This program is primarily an old folks' program. If the children take parts their parts should be of the nature of papers dealing with early life in this state, written upon such information as they can get from the text book in state history and from local histories or records.

2. The teacher should take great pains to see personally as many of the older patrons of the community as possible and find out beforehand what parts they would prefer to take.

3. Advertise the program well. If possible, phone those who are to take parts on the program a day or two before the meeting, thus following up personal or written invitations.

4. Extend to the patrons present every possible courtesy.

5. Be sure to arrange for some well known songs. Organize the school into a chorus and have them practice the songs a week or so before the meeting.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. The old school house.
4. Before the time of coal and gas.
5. "Birch Tea."
6. My teacher.
7. Song: The School House on the Hill.
8. The days of jeans, linsey and boots.
9. Plays and games.
10. Our books.
11. Wittin's "In School Days," recited by a pupil.
12. Song.

References:

Lewis' History of West Virginia.
History of the County.
Old records, reports and letters.
State Superintendent's Biennial Reports.
Hart: How Our Grandfathers Lived—The Macmillan Co., New York.
Calhoun: When Great Folks Were Little Folks—The Macmillan Co., New York.
Stories of Colonial Children—Educational Publishing Co., Columbus, Ohio.
Eggleston: Hoosier School Boy—Chas. Scribner's Sons, New York.
Griffin: School Days of the Fifties—A. Flanagan & Co., Chicago.
Bass: Stories of Pioneer Life—D. C. Heath & Co., New York.
Earle: Home Life in Colonial Days—Grossett & Dunlap, New York.
Illustrative pictures, photographs, post cards, etc.

PROGRAM NUMBER TWENTY-ONE.

SPELLING BEE.

Suggestions:

1. Only one program for a spelling bee is suggested here. This does not mean that other spelling bees may not be arranged for. In fact it would be well to have as many as a half dozen during the term.

2. It is contended by many that spelling is less thorough since we have almost abandoned the old time spelling bee. We believe that this contention is pretty well founded. Teachers are urged therefore to make of the spelling bee all that is possible. The State Superintendent would appreciate reports from any communities where renewed interest in spelling is especially noticeable on account of the spelling bees.

3. It is desirable that the parents take part in the spelling contests. Doubtless there will be many cases where parents will surpass the pupils in spelling. If so this fact will stimulate the pupils to more thorough work in spelling.

4. Those in authority should see that order is preserved during the contest.

5. The old fashioned way of "choosing" the spellers is recommended.

6. The one who pronounces the words should pronounce very distinctly and make sure that fairness is secured.

The Program:

To be arranged by the committee.

PROGRAM NUMBER TWENTY-TWO.

LOCAL HISTORY EVENING.

Suggestions:

1. Both parents and pupils should have places on this program. The work by the children may take the form of a paper and may be counted as composition work in their regular classes.
2. See that no specially important events of local history are omitted from the program.
3. See to it that the program does not dwell too much on the history of a single family unless its importance justifies such prominence.
4. Any specially good papers by the pupils should be sent to the county papers for publication.
5. Be careful not to let this program stir up any bitterness in the community, such as dispute over some event connected with the civil war.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. The first settler and his times.
4. The oldest church in the community.
5. Our first school house.
6. How we have grown educationally.
7. Song: The Old Oaken Bucket.
8. Farming today and farming forty years ago.
9. Introduction of improved farming machinery.
10. Introduction of improved live stock into the community.
11. Successful men who were reared in this community.
12. Song.

References:

Lewis' History of West Virginia.
County History.
Old records, reports and letters.
State Superintendent's Biennial Reports.

PROGRAM NUMBER TWENTY-THREE.

HARVEST HOME DAY.

Suggestions:

1. If it seems advisable, make this an all-day picnic or basket meeting.
2. It would be a good plan to have an exhibit of farm and garden products.
3. If not an all day picnic, provide some refreshments.
4. This program should be given Thanksgiving week.
5. The music should consist of patriotic songs, and selections by the band or orchestra.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. Reading the President's Thanksgiving Proclamation.
4. Recitation—"Heap High the Golden Grain."
5. Paper—Origin of Thanksgiving Day.
6. Song, or selection by the band.
7. Early life of the New England colonists.
8. "When the Frost Is On the Pumpkin"—Riley.
9. What I am thankful for.
10. Song, or selection by the band.

References:

Song: Harvest Home, C. C. Birchard & Co., Boston.

See West Virginia Song Book for other appropriate selections.

PROGRAM NUMBER TWENTY-FOUR.

STORY LIFE OF GREAT MEN.

Suggestions:

1. This program should include both citizens and pupils.
2. Make the program mainly of *stories* about great men—not mere biographies.
3. See that the pupils who take part know something worth while to tell about the characters selected.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. Story of George Washington and his "little hatchet."
4. The funny side of Lincoln.
5. Personal recollections of a great man (by a citizen).
6. General Lee, the citizen.
7. Song.
8. A story about my favorite hero in history (by a pupil).
9. Woodrow Wilson, the scholar-statesman.
10. Longfellow, the children's friend.
11. Song.

References:

Perry: Four American Inventors—American Book Co., Cincinnati.

Kingsley: Four American Explorers—American Book Co., Cincinnati.

Hawthorne: Biographical stories—Houghton Mifflin Co., New York.

Williams: Some Successful Americans—Ginn & Co., Boston.

Whitcomb: Heroes of History—Chas. E. Merrill Co., New York.

PROGRAM NUMBER TWENTY-FIVE.

TRAVEL EVENING.

Suggestions:

1. The aim here should be to utilize the best travel experiences of the community. Perhaps one or more of the children have made a visit to a noted city or even abroad. There may be one or more foreign children who can make a valuable contribution. By the use of maps the program may be made a valuable geography lesson.

2. If possible to do so, have some one to give a lantern slide lecture of his own travels or on some place of historic or civic importance.

3. Make a selection of post cards of interesting places.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. Where I spent my vacation (by a pupil).
4. My first visit to a great city (by a pupil or citizen).
5. Where I would go if I should follow the stream that runs nearest the school house.
6. An ocean voyage (by a citizen or pupil).
7. Song.
8. How to "travel" by reading books on travel.
9. Nearby places of interest to the traveler.
10. Five most interesting places in the United States (by a pupil).
11. Song.

References:

Carpenter: Geographical Readers (series)—American Book Co., Cincinnati.

Defoe: Robinson Crusoe—American Book Co., Cincinnati.

Ballou: Footprints of Travel—Ginn & Co., Boston.

Swift: Gulliver's Travels—D. C. Heath & Co., New York.

PROGRAM NUMBER TWENTY-SIX.

MUSIC EVENING.

Suggestions:

1. Do not say it cannot be done in your community. It all depends on the energy and resourcefulness of the teacher and the community.

2. This program anticipates preparation. Organize a singing school as early as possible after the opening of the session. If the teacher understands music and can sing she may assume the role of "singing master." If the teacher cannot assume such leadership she should see if there is not some one in the community who can direct the singing. The program for this evening should be made up largely from the best singers, but some of the numbers should be sung by all.

3. Organize a school glee club. Give it a name.

4. Secure a piano or organ if possible, perhaps from a nearby neighbor, or from a church.

5. It may be possible to arrange for a program made up of outside talent. For example, the University Glee Club or a glee club of one of the normal schools or of some college. It may be that the community could afford a program such as the Ernest Gamble Concert Company.

The Program:

To be arranged by the local committee.

References:

Write to C. C. Birchard & Co., Boston, for catalog of music.

Also write to Oliver Ditson Co., Boston, for Catalog.

Write also to Prof. C. H. Congdon, 623 Wabash Ave., Chicago, Ill.

West Virginia Song Book, State Department of Schools, Charleston, W. Va.

PROGRAM NUMBER TWENTY-SEVEN.

INDIAN EVENING.

Suggestions:

1. This program should be made up of citizens who have had personal knowledge of the Indians or of citizens and pupils who have read and heard much about Indian life in the early days.
2. If the children have Indian masks at home they should be asked to wear them on this occasion.
3. The children should be prepared for this program by their reading, whether of the Indian stories of the text book or of Indian story books.
4. Make the program as realistic as possible.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. Personal recollections of the Indians (by a citizen).
4. Indian warfare in West Virginia (by a pupil or citizen).
5. Who are the Indians?
6. Indian war dance. (If practicable the pupils should be encouraged to act out an Indian war dance).
7. Song.
8. Dramatization of an Indian story by a group of pupils.
9. Indian trails in West Virginia (by a pupil).
10. What has become of the Indians?
11. Song.

References:

The Childhood of Hiawatha, a dramatization of Hiawatha, by Miss Bessie Whiteley, and published by C. C. Birchard & Co., Boston.

Chase: Children of the Wigwam—Educational Publishing Co., Columbus, O.

Snedded: Docas, the Indian Boy—Houghton Mifflin Co., New York.

Roulet: Indian Folk Tales—American Book Co., Cincinnati.

Cooper: The Deerslayer—American Book Co., Cincinnati.

Read Miss Sutherland's Story of the dramatization of Hiawatha in her school, pp. 9-10 of this Handbook.

Illustrative pictures, post cards, etc.

GETTING CLOSE TO NATURE.
Out-door Picnics are always popular.

WITH ONE ACCORD IN ONE PLACE.

PROGRAM NUMBER TWENTY-EIGHT.

DRAMATIC EVENING.

Suggestions:

1. Avoid the stiff, formal recitations of poems or prose selections, such as is common on last day exercises.

2. Avoid objectionable, cheap, wishy-washy selections. There is too much good material to justify the loss of time required by these.

3. The teacher should have the school dramatize several stories as regular school work. Some of the best of these stories should be reproduced on this program. That will be specially interesting to parents.

4. The committee should search the community for any persons outside the school who have had special training in dramatization or elocution and use these persons both for helping to train the pupils and for taking parts on the program.

The Program:

To be arranged by the committee.

Write for catalog from Eldridge Entertainment Co., Franklin, O., and select an appropriate play for this occasion.

Write also for Baker's Catalog of Plays, Walter H. Baker, 5 Hamilton Place, Boston.

PROGRAM NUMBER TWENTY-NINE.

WEST VIRGINIA'S NATURAL RESOURCES.

Suggestions:

1. This program should be informational in its character.
2. See that those who take part have the facts. The teacher can do a great deal by referring pupils and others who take parts on the program to sources of information.
3. See if there are not some citizens who are already interested in this matter.

The Program:

1. Song, led by school choir.
2. Devotional exercises.
3. West Virginia coal (by a pupil).
4. Conservation of West Virginia oil and gas (by a citizen).
5. West Virginia's greatest natural resource—the land (by a citizen).
6. Song. Hymn of the West Virginians.
7. Water power and state revenues (by a citizen).
8. The boys and girls as state resources (by a citizen).
9. Reforesting West Virginia hill lands (by a citizen).
10. Waste of West Virginia's natural resources (by a citizen).
11. Song.

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Address Hon. H. E. Williams, Charleston, W. Va., for "The Land Overlooked" and other information.

Address Dr. I. C. White, State Geologist, Morgantown, W. Va., for information.

Address Hon. Stuart F. Reed, Charleston, W. Va., for Dr. Callahan's History of West Virginia. Enclose 35 cents for postage. Regular price $1.75.

Illustrative pictures, photographs, post cards, etc.

QUESTIONS FOR DEBATE.

1. Resolved, That West Virginia should abolish capital punishment.

2. Resolved, That West Virginia should have a more effective compulsory school attendance law.

3. Resolved, That West Virginia should allow women to vote.

4. Resolved, That there should be an educational qualification for voting.

5. Resolved, That West Virginia should lay a state levy of one mill for the support of the State University.

6. Resolved, That the United States should increase her navy.

7. Resolved, That football should be abolished from West Virginia.

8. Resolved, That the Monroe Doctrine is out of date and should be abandoned..

9. Resolved, That there should be a small tax on oil and gas for the support of schools and roads.

10. Resolved, That high school studies, excepting English, should be made elective.

11. Resolved, That the United States should permanently retain control over the Philippine Islands.

12. Resolved, That the President of the United States should be elected for a term of six years and be ineligible for re-election.

13. Resolved, That county superintendents of schools should be appointed instead of elected by the people.

14. Resolved, That the State Superintendent of Schools should be appointed by the Governor.

15. Resolved, That a system of compulsory old age insurance should be adopted in the United States.

16. Resolved, That West Virginia should adopt the county as the unit of school taxation and administration.

17. Resolved, That West Virginia should maintain a state constabulary.

18. Resolved, That the West Virginia House of Delegates should be reduced in number to one delegate from each county.

19. Resolved, That there should be a larger supplementary school fund to aid poor school districts.

20. Resolved, That the trustee system of administering local schools should be abolished.

21. Resolved, That every district should maintain a superintendent of schools.

22. Resolved, That the state normal school should provide a short course of three years for rural teachers.

23. Resolved, That for the collection of school funds sheriffs should receive only one per cent.

24. Resolved, That West Virginia should provide for the pensioning of all teachers over 65 years of age who have taught 35 years.

25. Resolved, That $50 per month should be the minimum salary of a first grade teacher.

26. Resolved, That consolidation of schools, where possible to do so, is a duty of the board of education.

27. Resolved, That the minimum age of teachers should be 20 instead of 17, as at present.

28. Resolved, That West Virginia should have a small millage tax for the improvement of public highways.

29 Resolved, That the number of state normal schools should be reduced to four.

30. Resolved, That the United States government should own and control all railroads.

31. Resolved, That it is more profitable to grow hogs than it is to grow cattle in this community.

32. Resolved, That it is better to cultivate a small farm intensively than it is to try to farm 200 acres.

33. Resolved, That poultry is the most profitable business for this community.

34. Resolved, That fruit culture is a profitable business in this community.

35. Resolved, That boys and girls have a better opportunity in the country than in the city.

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